examined, organised and analysed and at the end the findings are brought out as a report.

Aims and objectives of the research

Research is carried out for specific goals. In conducting research the following aims and objectives have to be obtained. Filling the gaps in knowledge, theoretical prediction and further development of knowledge and science in different fields, finding of facts in contradicting data, explanation of the phenomenon, finding the existing needs and requirements in order to design the programme, solution of urgent problems, and to classifying the ambiguities in issues.

The role of research in design and development of curriculum

Here we start the work by asking ourselves the question what should we do in schools ? The traditional response to this question, over the decades, had been to provide knowledge, skills and values.

Identification of student competencies at Primary level

Some of the key questions that could be raised are as follows. What knowledge ? What type of skills ? What kind of values ? For what purpose ? For whom ? When ? How ? What amount to be taught ? What is the scope and sequence ? What priorities ?. These are the issues that one has to answer prior to the design and development of curriculum. The only way to find satisfactory answers to these question is through reliable research conducted appropriately and scientifically.

Classification of research

One of the ways research can be classified is on the basis of the sources of information . This is one of the most comprehensive and major classification. In this research approach the library, laboratory and field research aspects are included. Other methods of classification are based on the aims or objectives of the research, like theoretical, applied or practical research. This classification answers the question whether the research is carried out to solve an urgent problem or to enhance and develop knowledge in a specific field.

Research varies on the basis of areas of interests or different fields of disciplines, such as research in psychology, sociology, education and other fields. It should be understood that there are many ways of classifying research..

Data collection techniques and methods

Data collection is an important process of research. Quantitative and qualitative information depends upon the design of the research method. For example, the researcher collects data from the students, teachers, staff, parents of the students and knowledgeable personalities in the community. Depending on the conditions, resources and facilities available, the research could be a total enumeration of the population or only a segment of the society covering a sample. The researcher utilises the following methods and techniques in his work.

a) **Observation**

This method is one of the oldest as well as the foremost technique applied by researchers. In social and educational studies observation is carried out in two ways - participatory and non-participatory. In the first method, the observer personally participates in all of the activities of the group under study. In the second type, the observer observes the activities of the group from a distance. The observer is not participating directly in the assessment of the activities of the group.

b) **Interviews**

Often it is difficult to collect all the required data through the observation method. Through observation one can gather information about how the people live and act but not about their thoughts, emotions, future plans and programmes which cannot be seen. The required information is collected from the communities through specific questions from the informant.

c) **Questionnaire**

Some researchers collect their required data through the distribution of questionnaires. This is the most simple and at the same time difficult and less expensive method of data collection . The questionnaire focuses on the individual in the group. These are returned to the researcher after the responses. The questionnaires are usually distributed to literate persons who are able to read and write.

d) **Sources**

Here the necessary information is collected from the existing written documents. Every researcher is bound to consult existing sources. These documents provide the researchers with some information regarding previous work on a particular issue. Books, encyclopaedia, year books, magazines, newspapers, legal statutes, government planning reports, hand written manuscripts, theses, dissertations, personal memorandums are considered important sources of reference.

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5. Identification of Competencies at Primary Level
(abstract)

A.Mujaddi and Dr. GHazrati

In Afghanistan and many other countries people send their children to school at the age of six or seven. Therefore it is necessary that all the teaching and learning materials are provided according to the mental growth and age of the students.

The objectives of teaching/learning at the primary level.

The educational objectives of every society and country vary according to the religious beliefs, cultural values and inhabitants. In Afghanistan educational objectives are

determined on the basis of the religion of Islam and in accordance with the national and cultural values of the Afghan society.

In addition, to the above mentioned general objective, teaching and learning goals include the following areas:

Cognitive domain

In general the cognitive domain is related to the learning process and the knowledge and understanding about them. The cognitive domain usually helps in strengthening the mental ability of a learner. In this area, understanding plays an important role. The cognitive domain is further classified into the following six areas, from simple ones to the more complex.

1. knowledge: understanding and recollection of the concepts of the learned things.
2. comprehension: explanation, description, translation and summary information previously learnt.
3. application of the above mentioned information in various situations.
4. test and analyses .
5. composition: combining of different components to make a new thing.
6. evaluation: determination, judgement, or selection on the basis of standards, logic and rationale.

Affective domain

It has to be mentioned that classification of educational objectives into the above mentioned three areas is contractual and adopted for the ease of action and its application. In reality, often these areas are related to one another and function together. We cannot separate them from one another completely. For example: when we write a letter to a friend we have to know the rules of the writing style or composition, correct spelling. This is called the cognitive domain. We use very emotional and friendly words in the letter, this relates to the affective domain. During the writing , our hands, brain and eyes are functioning in co-ordination with one and other. This is called psycho-motor domain.

Therefore, on the basis of what has been said above the educational objectives at the primary level can be classified into the following three categories:

1. Introduce and acquaint the children to a community living outside their family, creating conditions for them to gradually learn about community living, in accordance with their individual growth.

2. Prepare children to adapt to the living conditions. This inculcates partly to foster some of the simple capabilities like the ability to listen, talk, understand or comprehend conversation, understanding or comprehension of others, logical thinking and simple deduction or arriving at a conclusion of a topic. Gradual preparation of the children to comprehend values, counting, simple measurement, understanding of the value of the time, hygienic aspects and awareness of the environment, abstention from drugs, sewing and simple understanding of many other things in proportion to their physical and mental growth.

3. Develop skills that include, reading, writing, counting and acquisition of information concerning religious, social and economic issues, according to the age of the child.

Teaching plan for the subject of language at primary level

a) Specific objectives

The students should :

- learn how to listen to others and when to talk
- comprehend other suggestions and opinions
- be able to express their need to others clearly and fluently
- be able to read words, sentences, expressions and terminology
- be able to read simple texts of verse and poetry
- be accustomed to the reading of books and understand simple texts
- be able to write sentences correctly etc.

b) Concepts of teaching language in grade 1

The following concepts are considered:

- listening to other's sayings
- controlling of body movement (fingers, hands, arms and eyes)
- moving of the pen over lines
- understanding of relations between objects and pictures
- understanding of the environment and its protection
- comprehension of stories, anecdotes and pictures
- reading and writing of the letters of the alphabet in the beginning, middle and end of a
- word or sentence
- meaningful reading and writing of simple words and sentences

c) Concept of teaching mathematics at primary level

Specific objectives:

At the primary level the students should apply mathematical concepts in solving problems. These skills include the following :

- mathematics should be used as a means of communication
- mathematics should be used as reason and proof
- students should understand different methods of mathematics, classify them and understand the concept of given values.
- should know the concept of addition, subtraction, multiplication and division
- should gain information and concepts of different geometric form and pictures.
- should know scales and use them in their daily lives.
- should have some information about statistics and apply it in their daily lives.

The following topics should be included in grade 1, mathematics:

- Meaningful understanding of numbers
- Counting
- Reading and writing of numbers from 1 - 100
- Understanding of (0) zero mark
- Understanding the concepts of addition and subtraction from 1 - 100.

6. Methods of Evaluation of Curriculum Materials
(abstract)

Prof. Mohammad Rahim Elham

Developing curriculum is a process

A process is a phenomena that
a) is composed of ingredients
b) the ingredients affect each other
c) has no beginning and end
d) the ingredients make a whole unit
e) in which deficiency or shortage in any ingredient sustains a loss in the whole unit

Evaluation: Is a process of conversion of a comparative action, a process or a system with certain criteria.

A. Evaluation is the process of programme development:

Teaching materials must be evaluated prior to printing, distribution and integration into the educational system in experimental classes. The data obtained helps to improve/correct the programme by

- modifying some parts
- printing some parts
- suggesting new activities
- modifying the sequence of educational activities

Formative evaluation:

Evaluation should be continued in the process of developing the programme and should not stop until integration into the educational system. The data obtained during programme development is called formative evaluation.

Prototype evaluations:

It is suggested that every portion of the programme should be evaluated right at the beginning to determine its effectiveness in achieving the specific educational objectives. This is referred to as proto-type evaluation.

Preliminary try-out:

When the main part of the programme is developed there is an opportunity for the team of curriculum developers to try it out in classrooms situations. This part of the experiment is called preliminary try-out stage.

The programme may show deficiencies during the above mentioned process of evaluation. Teaching materials should be in experimental form: photocopied or hand written illustrations and pictures are not final. After the modifications, corrections, additions or omissions in the programme, a final draft is provided and experimented in a number of classes. Therefore, the tradition of evaluating teaching materials takes place

at three successive levels. These are the formative, photocopy and field trial evaluations.

Formative evaluation could be conducted in 4 - 6 classes. The curriculum team should be in close contact with the teachers and help them in teaching the new materials. Observations must be appropriately done.

Thereafter the curriculum team will revise the educational programme (after data analysis) and prepare a final draft for the field trial. Both structured and unstructured procedures of data collection could be used in a responsive and illuminative manner, in order to improve the material. The teachers guide is developed at this level, with the assistance of the teachers in the experimental classes.

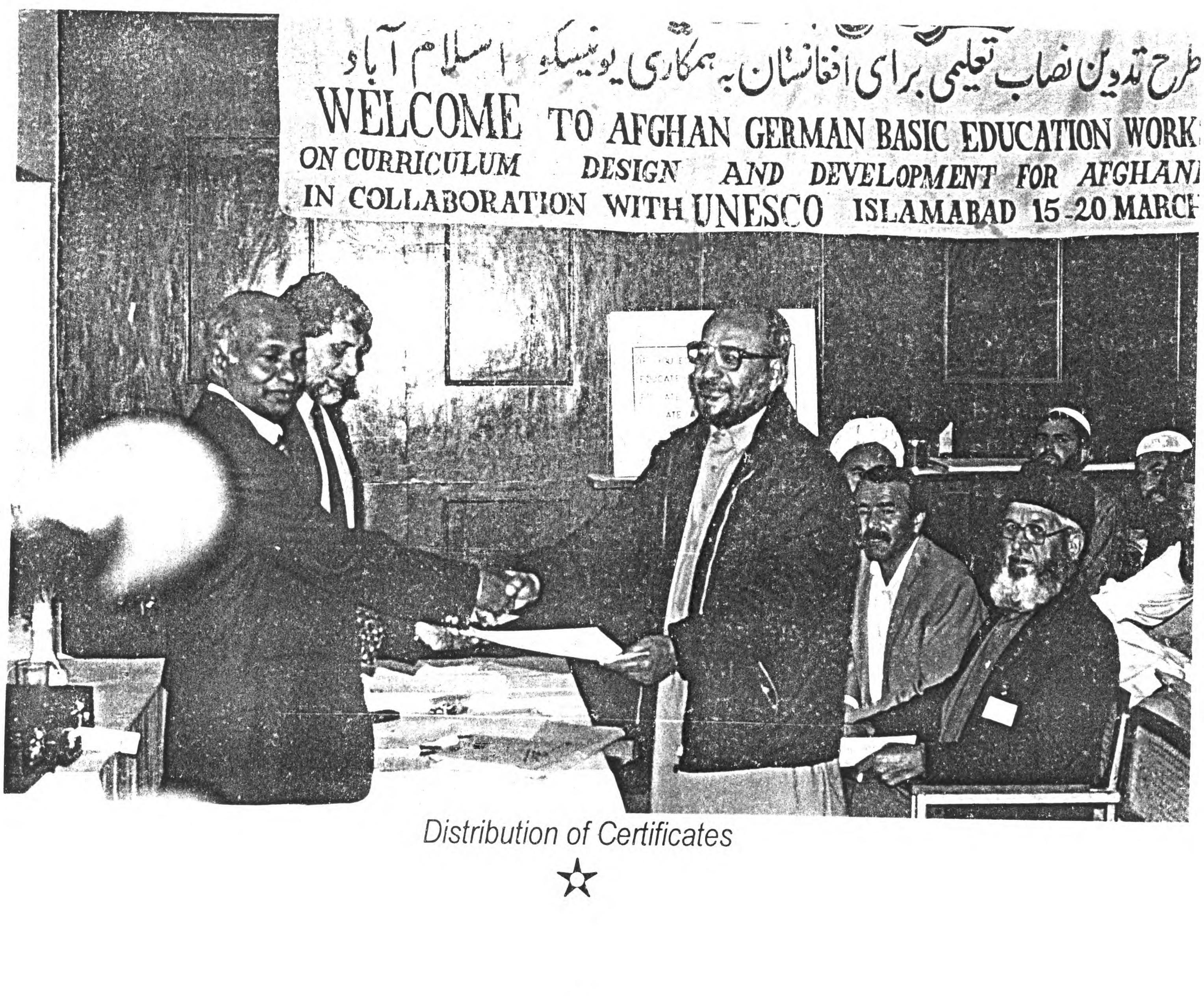
B. Types of data

Three types of data are used during formative evaluation

1. **Judgemental data:** These are obtained by subject experts, teachers, parents, supervisors and students following the curriculum. Specific questions are posed to the above mentioned groups.

2. **Observational data:** These are collected by systematic observations of teaching/learning situations in the classroom or otherwise trained/untrained observers record their observations on the basis of structured or unstructured procedures.

3. **Performance data:** These provide the most direct results covering the effectiveness and methods of curriculum materials. They either verify or reject the data of the previous evaluations.



Distribution of Certificates

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7. Curriculum Development: Its Relevance to Environmental Education
(abstract)

Abdul Wajid Adil

1. What is environment?

A very simple definition: Environment is a system of mutual relations between living creatures and their natural environment. It also includes the economic structure, outlook and the habits of people in different parts of the world.

2. Ecology

The relationship between and among the physical environment (soil, water, air) and its protection. It is the environment in there, which provides these to its inhabitants.

The degradation of the environment before the war was slow. After the war, it accelerated.

Today the most important environment concerns in Afghanistan are pollution, deforestation, de-vegetation, wild life extermination, soil erosion, loss of agricultural productivity of land, land mine problems, illicit crop production, loss of historical heritage and numerous others.

3. Some facts and figures about Afghanistan's environment:

- The loss to environment is only second after human loss in the war
- There are unconfirmed reports of dumping of radio active material in some deserts of Afghanistan
- The productive forests of the country are expected to last only for one to two years if the present pace of deforestation continues.
- The underground water in Kabul city has been polluted by infiltration of nitrates to the depth of 70 meters.
- To improve the quality of the environment, public participation and awareness is the prime requirement which can be achieved only through environmental education.

4. The need and importance of EE:

The aim of education is to make individuals aware of their responsibilities for protection and improving the environment so that they could lead a healthy and progressive life. The need for a sufficient understanding of the functioning of the environment should be a pre-requisite for any future education programme, so that the citizens could cope with environmental problems generated by population growth, industrialization and technological development and other causative underdevelopment forces. As the understanding of the inter-relationship between human activities and environmental problems progresses, the case of environmental education will be pleaded and will

become the pivot around which the future of education, both general and professional, will be developed. It will provide the teacher and students a new outlook, thinking and attitude better suited to the changing nature and its related problems.

5. The concepts, goals and objectives of environmental education:

The key concepts:

Environmental education is a process of reorganizing values and clarifying concepts to develop skills and attitudes necessary to understand and appreciate the interrelatedness among masses, their cultures and their biological surroundings. The concepts of environmental education are not exclusively different but form an integral part of all social and natural sciences.

The well-being of the future generation depends on skills and effectiveness with which we inform and inspire the knowledge base and the values of the present generation. To achieve this teachers need access to the sources, the syllabus and tools for field work. Environmental education provides activities to teachers through different school subjects.

Environmental education builds up constructive attitudes towards the environment, in both philosophical and programmatic terms which becomes the ingredient in every day thinking and acting. In order to enable people to enjoy quality life, it is vital to improve their immediate environment. Polluted water and air, degraded soil, noise, hazardous chemicals and depletion of natural resource can make life miserable.

In short, environmental education aims to create awareness and an understanding of the evolving social and physical environment as a whole. It also aims to take into account the principles of ecology in social planning, and in the economy, at both national and international levels.

The goals/objectives:

- To improve the ecological balance between man and nature and among people themselves;
- To create awareness, enhance knowledge, skills and attitudes, motivation and commitment and participation for the solution of present day problems

6. SAVE's EE programme: a start and a challenge

For the first time in the history of Afghanistan, there was a modest attempt by SAVE to practically start EE. The programme has been initiated in Peshawar to cover schools in the refugee camps. The purpose behind this was to benefit environmental protection in the host country and Afghanistan, after repatriation. Under this scheme 22 master trainers and 150 teachers were trained through a one week and three day workshops respectively. Every teacher has to devote five minutes of his/her teaching time for EE. The programme will benefit 5000 students.

Another programme was the creation of environmental clubs (societies) in Peshawar and Jalalabad cities. The students, through active participation, learn to contribute to the well-being of their surroundings.

7. Patterns of curriculum organization and their adoption for EE:

Curriculum development has now acquired a new emphasis and approach. The concept is comprehensive, embracing all aspects of an individuals life. It is not limited to a list or set of courses. It is the total effort on the part of the school to effect the desired outcome both in and out of the school situation. It is also considered to be a sequence of potential experiences setup in school for the purposes of inculcating discipline in children and youth in group thinking.

Patterns of curriculum organization and their adoption for environmental education :

Now a days a number of ways of organising the curriculum have been developed, which challenge the traditional pattern. Basically these are of three types. They are:

- Subject curriculum: The content of education is divided into distinct subjects of instruction. Each subject is taught in complete isolation from the other. This type of pattern ignores the interest and activities of the learner and it is isolated from persisting social problems and fails to develop habits of critical thinking.
- Activity curriculum: This kind of curriculum is also called project or experience curriculum. This type is more novel and innovative in character as compared to the subject curriculum. It is based on four human impulses; the social, the constructive, impulse to investigate and experiment.
- Core curriculum: It involves the unification of several subjects. The core curriculum consists of conservation, development issues, degradation of the environment, socio-economic problems and natural resource use. In practice, there are all sorts of deviations from each of these types. Each pattern of curriculum is characterized by its distinctive features. Each type requires differently trained personnel and particular types of instructional facilities and administrative machinery.

8. Survey of curriculum design in EE in developing countries :

- Pakistan - It is integrated in general science, social studies/Pakistan studies, at the primary and secondary levels. Environmental science and management as a separate field has been introduced at the higher levels.
- In India the concept of EE at primary and middle levels has been presented in text books and teachers guides in the form of activities of various types.
- In Bangladesh, it is introduced as a subject at the secondary level.
- In Iran, EE is made an integral part of the elementary school science programme
- In Indonesia and Malaysia, an integrated approach has been adopted

9. **Recommendations:**

- EE should be started in the country before environmental degradation reaches a point of no return .
- It is essential to incorporate it into the primary and secondary levels in the country
- At this stage it is better that EE be an integral part of social science and natural science subjects.



Group work

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SECTION - I

1. Historical perspectives and conceptual framework

(abstract)

Prof. Moegiadi

Education in Afghanistan has been in shambles over the last 15 years. The issues in education relates to a plethora of needs and services. These include infrastructure and logistics as well as learning materials. Materials include text books, teachers guides, curricular materials. Professional development is another aspect that had not taken place during the above period.

Teachers, principals, supervisors, teacher educators and senior administrators have not been able to upgrade and update their knowledge and skills leading to deteriorating standards and competencies. The students constant mobility, both internally and externally, has affected both their progress and motivation for learning.

The learning situation has been aggravated by the absence of any acceptable curriculum. Different NGO's have been adopting varied types of materials, some of which are either too advanced or do not meet the challenging needs of the child, although these have been extremely useful in the current situation. As a result of a lack of professional development, competencies and skills in the development of any materials have been hampered, resulting in a deadlock. UNESCO has been concerned about this situation and had taken steps to ameliorate some of these woes within her limited constraints. These include development of training modules on stress management for principals and supervisors, handbook on multi-grade teaching for teachers and principals, workbooks for children in mathematics and language for grades 4 and 5 and functional literacy materials for the adults. Using the above a number of training programmes have been conducted, in collaboration with NGO's.

This workshop on `curriculum design and development' organised by UNESCO, in collaboration with AG-BAS-Ed is a further step in the direction of providing assistance to educationists in their professional development. The significance of this workshop relates to the HRD of the Afghans. Capacity building of personnel and institutions are important for any country.

Curriculum is one of the burning issues in Afghanistan. This component is vital in any education system both formal and non-formal. It bears on the type of text books, teaching guides and aids to be developed for system. In Afghanistan different views prevail in the type of curriculum needed for the country. But whatever the contents, there are basic principles and scientific approaches that have to be followed in the development of a curriculum for any system, every where in the world.

Adopting systems theory is one logical way that can be followed in the development of a curriculum. In the analysis of the human body one would see the integrated nature of its functions. However, certain organs are important over the others, such as the brain vs the hands. The education system consists of inputs, process and outputs. The inputs consist of curriculum, text books, teaching learning aids, teachers, teacher guides,

SECTION - III

8. Guidelines for Curriculum Development in Afghanistan

(abstract)

Group Work

Based on the experiences in developing a curriculum for Basic Education, the following have been suggested as guidelines in curriculum development.

1. Most important is the need to make a context study of the areas, where the area and the programme are to be complemented, including the geographic, demographic, socio-cultural, linguistic and education situations.

2. The socio-economic objectives have to be specified in terms of the development programme.

3. The target group must be studied. This can be achieved by one of the following two approaches.

a) objective approach:

The expected roles and functions of the target group are prepared in terms of the needs of society and drawn up in accordance with the existing abilities of the target group.

A comparison between expected and existing abilities yields the list of learning needs that will guide the development of the curriculum.

b) problem approach:

Identifying the problems that prevent the achievement/fulfilment of development programmes would help to develop objectives. The methodology for the identification of problems may differ from situation to situation. This would be followed by designing interventions developed to overcome the problems. The educational inputs needed to solve the problems comprises the curriculum.

Both the approaches are essentially technocratic models and are prescribed by agencies or individuals who have identified the needs of the learners within the limited scope of a particular development programme.

Content of the curriculum

In the development of the contents of the programme the following general principles could be followed. Thus the contents of the curriculum should

- ◊ focus on the present and future problems of the learners and the society.
- ◊ pose problems or describe potential problems and provide relevant information.
- ◊ be presented in the context of living situations/realities.
- ◊ be selected and organised so as to reflect learner participation and assist in solving

◊ community problems.
◊ be focused on the individual and community contexts because these issues are often neglected in school tradition which emphasise mainly technical and literacy skills.

Criteria for selecting the content

To achieve the educational goals of a curriculum and to ensure that knowledge is functional/vital in terms of the needs of the individual learner and of the society as a whole, the following criteria should be considered.

1. Awareness

Content selected should lead the learners, individually and as a group to awareness of the conditions in which they live. The programme should lead to an understanding of social, economic and political factors which affect a learners growth and development and should enable him/her to apply knowledge effectively to improve their lives.

2. Functionality

Learning, living and working are inseparable and each acquires meaning when correlated with the other. The learning process should foster confidence and competence to acquire and use new knowledge and skills for further development.

3. Flexibility

The content should be arranged in such a way so as to be in responsive to the changing conditions and the development of the changing society. Such a programme require different approaches and strategies.

4. Diversity

The content should be sufficiently diversified to cater to the needs of the particular group and society as a whole.

5. Appropriateness of learning relationship

The content should focus on individual and group values, and the skills to be strengthened. The content should be sequenced in such a way so as to train the learner in interaction. The content selected should be suitable for participatory learning.

6. Action oriented

The curriculum should mobilise the learners to take action to improve their lives.
The following steps to be considered:

◊ becoming conscious about the possibilities of changes
◊ acquisition of understanding
◊ acquisition of knowledge and skills
◊ changing attitudes and becoming ready for individual and
◊ social action, and finally taking concrete steps.

Outline of contents

After the selection of the content, concepts should be categorised to meet basic needs and requirements. These should include the following.

1. religious issues
2. family life
3. economic and income
4. health
5. social awareness

Each category should be sub-divided into major topics . The content should be specified for each grade and the units be arranged sequentially in a curriculum guide.

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9. An analysis of available Curriculum Materials in Afghanistan : Grades 1-6

(abstract)

A. S. Hamidi

Head of Translation and Compilation Department
Ministry of Education, Afghanistan

In the last one and a half decade Afghanistan has experienced tremendous changes in every aspect of life. For example, during the last 7 years the curriculum has been changed 3 times. The first changes in the curriculum were carried out very hastily in 1990. As a result, a number of topics and subjects which did not conform to the religious and cultural standards of the country were deleted from the programme.

In 1993, the Minister of Education decided to revise the curriculum for the second time. The Department of Translation and Compilation invited many professionals and experts in the field, and assigned them to review the curriculum in general. For each subject separate committees of experts were established. After thorough deliberation the committee came up with a new educational plan. But the educational policy of the state and education objectives of the ministry for primary, middle and secondary levels and the teaching objectives of the subjects and syllabus of the topics were missing from the education plan.

Due to lack of funds, the Ministry of Education did not produce textbooks. Further, the unfavourable views of the Talibans about books did not encourage pursuit of the programme. Despite these problems and many short comings in the materials the Education Centre for Afghanistan (ECA) , from its Peshawar office, produced books which were approved by the Government for distribution in schools. In addition to ECA textbooks, Swedish Committee for Afghanistan (SCA), and GTZ-BEFARe, produced materials which were also introduced to many schools in Afghanistan and in the refugee camps in Pakistan.

In 1995, the Ministry of Education decided once again that the teaching/learning system in Afghanistan required fundamental changes. These changes were to include

strengthening of Islamic beliefs and values, national values, necessities of the society and the requirements of the students.

As a first step in this direction an Education High Council was established, whose members were composed of very senior professionals of the Ministry and other government departments. The council recommended a new education policy and new general education objectives of the Islamic state from the primary to the secondary levels. These were approved by the President of Afghanistan at a later date.

On the basis of the new educational plan the Department of Translation and Compilation developed text books . These books contained 21 topics for grades 1 - 3. The Ministry of Education planned to provide textbooks from grades 4 to 12, containing 171 topics. It is expected that either ECA or the Ministry of Education would print these books for distribution to schools.

However, due to the technical problems of the printing press of the Ministry of Education, the plan for printing of textbooks and provision of the same to the students of Kabul and other parts of the country did not materialise. Therefore, the Ministry requested all the local and international NGOs active in education in Afghanistan, to expand their educational activities in Afghanistan, in consultation with the Ministry of Education and provide books to the students in Kabul city.

Suggestions for curriculum development

As most of you are aware, the educational system of the country has experienced many changes during the last 19 years. The educational system/ changes which were brought in the curriculum following the communist coup d'etat in April 1978, did not yield any favourable results. Instead they caused disruptions in the whole system of education.

With the collapse of the communist regime, the textbooks produced by the ECA were reviewed by the experts of different departments in the Ministry of Education. These books could not have been without flaws and short comings in terms of topics, scope and sequences, style and selection of the syllabuses for the subjects. It is worth maintaining that due to the war conditions the books from the ECA could not be distributed all over the country. Thus the positive or negative impact of these books could not be ascertained properly.

SCA and some other NGOs have distributed their curriculum in schools, which are out side the control of the present government. It is possible that these books could be very useful in some areas. But the High Council of Education in 1995, after long deliberations, took the decision that in the future all the textbooks must be printed after a careful review and approval of the Education High Council.

The old and revised textbooks of ECA and other NGOs were produced under difficult circumstances. These were developed outside Afghanistan, while the central government in Afghanistan was at war with the resistance. Because of this the state's educational policy, the education objectives are not properly reflected in the educational plan of the NGOs. Therefore, most of these books contain the following problems:

a. The educational plans of NGOs do not conform to the revised education plan of the Ministry of Education.

b. The texts of the religious books, language, history are almost the same. These cannot assist in achieving the learning objectives of different subjects.

c. The contents and text of the books do not fit the prescribed teaching period of that particular subject.

d. The academic level of the students and their age, physical and mental growth is not considered in the teaching of the subject.

e. The authors have ignored the teaching objectives of these books.

f. The standard and approved spelling and writing styles of Pashto and Dari languages common for textbook purposes, are not properly observed.

g. The calligraphy style of the books is very important particularly, for the first level, 1 - 3. However, several types of calligraphy have been used in one textbook, creating confusion in the minds of children at a tender age.

h. In the preparation of texts for certain historical episodes the emotions of the authors clearly overshadow the facts.

i. The volume of the subjects is not in proportion to the teaching periods assigned to each subject. During the preparation of the curriculum the authors have almost forgotten the areas of the affective, cognitive and psychomotor domains.

j. Scope and sequence are not observed appropriately.

k. The national Afghan culture does not find proper place in these books. Nationally, regionally and internationally approved standards of understanding, particularly at the secondary levels, are ignored. This could create isolation from the educational standards of the region and the world, as a whole.

Therefore, in order to eliminate these problems the Ministry of Education requests the help and support of all local and international NGOs and friendly countries for the revival of the Ministry of Education Printing Press. The Ministry once again desires to distribute unified textbooks to its students, throughout the country.

In the meantime, the Ministry cordially requests all the NGO's and organisation involved in the production of textbooks to contact the Ministry of Education and obtain the final approved copy of the subject they need for printing and distribution. The Ministry of Education considers it obligatory to present the entire country with a unified curriculum.

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10. EVALUATION OF THE WORKSHOP BY PARTICIPANTS

(Group Work)

1. In general all the participants agreed that the workshop was very timely, interesting, informative and useful. This was the first time in many years such a workshop on curriculum design and development for Afghan educationists was organised, where representatives from different regions of Afghanistan along with the members of international and local NGOs, have come together.

The credit for this valuable undertaking goes to its organiser Afghan German Basic Education (AG- BAS-Ed.) and its sponsor UNESCO.

Furthermore, the workshop was conducted by most experienced professionals, Afghans and UNESCO staff members.

The workshop served as an appropriate forum for professional representing different political views to come together and deliberate about curriculum design for Afghan children.

2. Most of the participants were of the view that the resource persons selected very important and interesting topics. However, some subjects gained priority. The key subjects identified in order of priority are as follows:

◊ Curriculum development and historical perspectives
◊ Objectives of curriculum development
◊ Principles of curriculum development
◊ Stages of curriculum development
◊ Importance of research in curriculum development
◊ Evaluation of curricular materials
◊ Essential skills for curriculum development and so on.

Most of the participants stressed the importance of a unified curriculum for the whole country and a few proposed learner centred curriculum. One had even mentioned that the parents of the students be consulted before the development of any curriculum .

3. All the participants proposed that in order to strengthen the professional skills of the teachers and school supervisors more of these workshops on teacher training, pre-service and in-service, must be planned.

In order to enhance the academic and professional skills of the teachers, supervisors and schools administrators the Ministry of Education has to plan, organize and conduct more training workshops. Many of the participants proposed that former teacher training colleges and faculties have to be reactivated and their capacity strengthened.

Some even proposed that teachers without a teacher training college diploma should not be assigned for teaching duties. Those serving as a teachers without such degree must undergo extensive training. The Ministry of Education and NGOs involved in education should solicit more funding from UN agencies and other international donors for teacher training programmes.

4. Regarding the logistical facilities of the workshop, all the participants were satisfied and praised the members of the organising committee for their efforts.

Proposals of the participants for Curriculum Development in Afghanistan

Recommendations

1. The workshop recommendations should be followed up closely and systematically in order to achieve due results . Without further delay experts and knowledgeable Afghans on curriculum should be invited from all over Afghanistan and from those living outside the country to deliberate and work on the future curriculum for basic education in Afghanistan.

2. The participants felt that future workshops should be convened at least for two weeks or longer in order to provide time for detailed discussions and to reach conclusions to assist in developing a firm basis for curriculum design in Afghanistan.

3. The creation of a National Commission for Curriculum (NCC) was another important suggestion of the group. This Commission could work under the auspices of the Ministry of Education or any other government department. The needed funds could be secured from UNESCO , UNICEF or any other relevant international organisation.

4. **UNESCO should be actively involved in all the processes of curriculum development in Afghanistan.**

5. Most believed that the National Commission for Curriculum (NCC) should be presided over by a high ranking official of the government. The President, the Prime Minister or the Minister of Education of the country could function as the chairman of this commission.

6. The majority of the participants believed that the organizer of the future workshops should also be conducted by AG-BAS-Ed. which had organised this workshop in a very professional manner. Some also indicated that more representatives of other NGOs and GOs be also involved in the future.

7. Most of the participants were of the opinion that the future workshops should be convened in Peshawar to ensure wider participation from all over the country. Some others believed that they should be convened inside Afghanistan such as Kabul, Mazar-I-Sharif, Heart or any other place as well.

8. Most were happy about the proceedings of the workshop and admired the hard work of the team of the AG BAS-Ed. The participants also showed keen interest and actively contributed to its success.

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UNHCR EDUCATION PROGRAMMES FOR REFUGEES

Code Cisse
Programme Manager, UNHCR, Peshawar

First of all I thank my friend Dr. Yusuf Nuristani, Director of AG BAS-Ed for inviting me to this important workshop on curriculum design and development for Afghanistan and congratulate the organizer of the workshop.

May be some of you might wonder what a UNHCR representative of Pakistan is doing in a workshop of this nature like curriculum design and development for Afghanistan. Anyway, I would like to draw your kind attention to the fact that UNHCR has been involved in the field of education for Afghan youth for many years. It is very difficult to separate UNHCR's involvement in education for Afghans in Afghanistan, Pakistan and Iran. In this respect I will give you some statistics about UNHCR educational activities for the Afghan refugees.

As some of you may recall the first wave of refugees started coming into Pakistan in April 1979, where according to UNHCR statistics more than 80,000 Afghans crossed over to Pakistan from Afghanistan. From there on the flow of the refugees continued unabated to the extent that the number of Afghan refugees reached over 3 millions in Pakistan and Iran each. Both countries were host to 6 million Afghan refugees at the culmination of the war.

At present according to unofficial statistics 1.2 millions refugees remain in Pakistan and 1.4 million in Iran. Collectively 2.6 millions Afghan refugees were still in Pakistan and Iran.

UNHCR with the help of the government of Pakistan and Iran, endeavours to find an honourable and lasting solution to the problems of the Afghan refugees to return to their homes of their own free will with honour and dignity.

In the meantime, throughout these years UNHCR has assisted the Afghans and some of the NGOs in a number of ways in programme designed to help the Afghan refugees. For example, currently UNHCR is engaged with 79 refugee camps in different programmes like education, drinking water supply, sanitation and vocational training. Particularly we have given priority to the issues of education. As a result UNHCR is assisting the Afghan children in education through GTZ-BEFARe, where presently 53000 Afghan children including 6000 girls are benefiting from this programmes in 265 camp schools throughout NWFP. We believe that development without education means nothing. Therefore, if Afghanistan is to be developed, education should be given priority and its people must acquire quality education. We hope these children will participate actively in the reconstruction and rebuilding of Afghanistan.

We believe that the Afghans themselves have realised the importance of education. Following the take over of Nangrahar and Kabul provinces by the Taliban authority in

September and October of 1996, thousand s of new refugees started to leave Kabul and some other urban centres for Pakistan and other areas.

A large number of these new arrivals were accommodated in the Nasir Bagh Camp in Peshawar. UNHCR inquired about their foremost need. Almost all of them raised the issue of education for their children. Fortunately, International Rescue Committee (IRC) volunteered to build a school surrounding the camp and agreed to pay the salaries of the teachers.

It is also worth mentioning that UNHCR, with the help and cooperation of some NGOs has constructed a number of schools in Afghanistan. Unfortunatly, today, some of these schools are without students and teachers. Teachers are not available because, the government of Afghanistan is not able to pay their salaries.

Furthermore, UNHCR has facilitated the return of many Afghan families to Afghanistan from Pakistan and Iran under the UNOCHA umbrella.

Finally, on the basis of all the information available to us, I should like to emphasise that the refugees are willing to go back to Afghanistan. Although there is some security prevailing these days, but security alone, is not the answer to their requirements. Some economic activities must be initiated, education facilities must be developed and supported, increased employment opportunities need to be created to encourage the refugees to return.

I pray to almighty Allah for the return of peace and security to Afghanistan, so that the Afghans once again commence the rebuilding and development of their country.

UNICEF Education Policy in Afghanistan

Ellen Van Kalamthut

Dear participants, ladies and gentlemen !

Let me begin by expressing my pleasure at UNICEF being invited to the opening of this seminar to explain UNICEF's policy for education in Afghanistan.

Before addressing UNICEF policy, I would like to mention that I am particularly pleased that AG. BAS-Ed., with the support of UNESCO, has initiated a workshop on curriculum design and development. At the heart of all education is people, children, adults, who are learning, and the ultimate success of any educational programme, be it, for example, the full cycle of primary education, a literacy programme, a health education programme, is whether the participants have learned what is intended. Many factors in an educational programme contribute to learning. But it is my conviction that a key factor that enables learning as it is intended to take place, is a well-designed curriculum, and further, well designed learning materials, following on to the curriculum. I am therefore pleased that you, as Afghan educators, will be learning, or refreshing your knowledge of, curriculum design and development techniques, and I hope that each of you will be able to use the skills in your work.

As regards, UNICEF's policy for education in Afghanistan, most of all of you will know that UNICEF decided not to support education in areas where girls' schools were closed, and girls were denied access to education, but boys schools continued to function. I know there have been different reactions to this decision, positive as well as negative. Here I would like to explain something about the background to the boys decision, to this policy.

For this it is necessary that I explain a little about UNICEF's education policy, globally, on the one hand, and UNICEF's guiding principles on the other. UNICEF, as the agency with a mandate for children, has always been involved in the field of education and stepped up its involvement in education since 1990, like many other agencies, when the conference Education for All was held, which constituted a hallmark for education around the world. UNICEF does have limited financial resources, and therefore, has to set priorities in supporting countries' educational systems. Globally, UNICEF will give priority to basic education since it is the foundation of national education systems. Second, it is recognised that the core of basic education is primary education for children, since they embody the future of a society. Third, the education of girls and women has emerged as the most precious investment a society can make. You might all know the saying: Educate a woman, and you educate a family.

This is UNICEF policy globally: priority to basic education, within basic education emphasis on primary education, and further priority for education for girls and women. In every country, an actual UNICEF education programme will look different, based on needs and opportunities for effective assistance unique to that country. The basic policy framework, however, is the same.

management, finance etc. Outside factors like socio-economic and cultural environment affects the out puts.

The systems approach could be detailed out in the following manner. The key steps are as follows:

1. identifying and formulation of the problems
2. defining objectives - such as to make curriculum content relevant to societal requirements
3. defining measurers of success
4. identify alternative solutions or programmes or activities
5. decide solutions
6. prepare programme
7. try out/pilot project
8. evaluate and revise the programme in the light of the try out
9. implementation, monitoring and evaluation

In the development of the curriculum linkages and networking are other aspects that have to be considered by a curriculum developer. These include the constitution of Afghanistan, Islamic philosophy, demands of science and technology and futuristic needs.

Curriculum development is an important element in the development of education in any country. Curriculum evaluation also forms an important step in order to bring about necessary changes in the system, from time to time. Although the curriculum is designed by curriculum experts, its evaluation is the responsibility of many, commencing from the teacher to the researchers.

In the case of Afghanistan a number of relevant concepts should be added to overcome the current social problems such as tolerance, peace, co-operation, human rights, creativity, self-reliance, empowerment, learning to care etc.

The following are the basic principles of curriculum development:

1. Analytical studies of the (Aghan) constitution, education laws/acts, national plans and discuss details with the (present) national and local authorities to get a consensus on the national aims and purposes of Afghanistan

2. Define national education aim of Afghanistan and very specifically down to the educational objectives of pre-primary education, secondary education, general as well as vocational and higher education.

Now to UNICEF's guiding principles. UNICEF, with its clear mandate for children, has taken the Convention on the Rights of the Child, or the CRC, as it is usually called, as its framework for all its work. What is this Convention on the Rights of the Child, or CRC? The CRC is a Convention drafted by governments in a special working group within the UN Commission of Human Rights. This Convention tries to bring together the natural rights that children universally are perceived to have. It was ratified unanimously by the United Nations General Assembly in November 1989, and since then no less than 187 governments have ratified it. Afghanistan became a signatory to the CRC in 1990, and ratified it in March 1994.

What is the CRC ? As I said, it is children's rights. There are four major principles which together bring out the essence of the convention. These are:

- Non-discrimination (Article 2)
- The best interests of the child (Article 3)
- The views of the child (Article 12)
- The right to survival and development (Article 6)

There is no time to go deeply into all these categories. For those interested, and I know that all educators have children close to their hearts, as professionals, and of course as parents, uncles, aunts, grandparents, and so on, I will provide a booklet, unfortunately in English, with the text of the CRC. For my presentation today the first principle is important, non-discrimination. Article 2 obliges state parties to provide equality of opportunities among children, irrespective of race, colour, sex, language, religion and so on.

Having said that we come back to the education policy for Afghanistan. I have explained that UNICEF, as one priority area, has the education of girls and women. The CRC, against which UNICEF evaluates all its plans and programmes, states that there should be equality of opportunities between boys and girls. No discrimination on the basis of sex, remember? And there now lies the problem. In parts of Afghanistan girls' schools have been closed, and girls have been denied access to education, whereas boys can still go to school. So, no equal opportunities for girls. UNICEF, abiding by its principles, decided not to support education in these areas. You can see why UNICEF made this decision. It is a matter of principle.

I hope this clarifies UNICEF's position. Let me further say that UNICEF will continue to support education in Afghanistan in those areas where girls as well as boys are allowed to go to school. And I hope sincerely that eventually all children in Afghanistan, boys and girls, will have the chance to go to school.

And in such areas, UNICEF support may take different forms, depending on our financial resources, the priorities of education departments and communities form the education of their children, and finally with UNICEF's global education policy and principles.

May I wish you all a useful and an enjoyable workshop.

Thank you

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Annex - III

PROGRAMME

WORKSHOP ON
CURRICULUM DESIGN AND DEVELOPMENT FOR AFGHANISTAN PROGRAMME

Organiser:	Afghan German Basic Education (AG BAS-Ed) in collaboration with UNESCO, Islamabad
Date:	**15 to 20 March 1997**
Venue:	GTZ-BEFARe 8 Tatara Road, Rahatabad, Peshawar

Saturday: 15 March 1997

0900 - 1030 Opening Ceremony
0900 - 0910 Recitation of few verses from the "Holy Quran"
0910 - 0930 Welcoming address : Dr. Yusuf Nuristani

Introductory Remarks: Prof.. Moegiadi, Representative, UNESCO, Islamabad

0930 - 0945	Brief presentation on UNHCR education activities and programmes Mr. Code Cisse
945 - 1000	Presentation of UNICEF educational policy towards Afghanistan Mrs. Ellen Van Kalmthout, Programme Officer, Education, UNICEF
1000 - 1030	Key note address: Mr. Alfredo Witschi-Cestari (presented by Ms. Eveline Viehboeck, Office Incharge, UNOCHA, Peshawar, on behalf), UN Co-ordinator, Islamabad
1030 - 1100	Tea break
1100 - 1200	Curriculum development - Historical perspective and conceptual frame work : Prof. Moegiadi, UNESCO Representative, Pakistan & Afghanistan
1200 - 1300	Discussion
1300 - 1400	Lunch/Prayer break
1400 - 1530	Group work
1530 - 1600	Tea break
1600 - 1750	Plenary

Sunday 16 March, 1997

0830 - 0930	Principles of curriculum development: Dr. S.B. Ekanayake
0930 - 1030	Discussion

Sunday 16 March, 1997
(Contd.....)

1030 - 1100	Tea break
1100 - 1200	Group work
1200 - 1300	Plenary
1300 - 1400	Lunch/Prayer break
1400 - 1430	Challenges in curriculum development: Dr. S.B. Ekanayake
1430 - 1530	Discussion
1530 - 1600	Tea break
1600 - 1700	Group work
1700 - 1800	Plenary

Monday 17 March, 1997

0830 - 0930	Curriculum development and its relevance to environment education : Abdul Wajid Adel
0930 1030	Discussion
1030 - 1100	Tea break
1100 - 1200	Group work
1200 - 1300	Plenary
1300 - 1400	Lunch/Prayer break
1400 - 1700	Trip to Peshawar Museum or Takht-e-Bhai (Optional)

Tuesday 18 March, 1997

0830 - 0930	Role of research in design and developing curriculum : Prof. W.M. Rahimi
0930 - 1030	Discussion
1030 - 1100	Tea break
1100 - 1200	Group work
1200 - 1300	Plenary
1300 - 1400	Lunch/Prayer break
1400 - 1500	Identification of competencies at primary level

Grades (I - II)	Prof. S. Mujaddidi
Grades (IV - VII)	Prof. Dr. G. Hazrati

1500 - 1530	Discussion
1530 - 1600	Tea break
1600 - 1700	Group work
1700 - 1800	Plenary

Wednesday 19 March 1997

0830 - 0930	Methods of evaluation of curricular materials by Prof. M.R. Elham
0930 - 1030	Discussion
1030 - 1100	Tea break
1100 - 1200	Group work
1200 - 1300	Plenary
1300 - 1400	Lunch/Prayer break
1400 - 1430	Guidelines for curriculum development in Afghanistan
1430 - 1530	Discussion
1530 - 1600	Tea break
1600 - 1700	Group work
1700 - 1800	Plenary

Thursday 20 March 1997

0830 - 1030	Analysis of available Afghan curriculum materials: Grade I - VI Abdul Shukoor Hamidi
1030 - 1100	Tea break
1100 - 1200	Discussion
1200 - 1300	Group work
1300 - 1400	Lunch/Prayer break
1400 - 1530	Plenary
1530 - 1600	Tea break
1600 - 1630	Distribution of certificates and closing of workshop
2000	Dinner for the participants of the workshop at Sheraz Restaurant

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Annex - IV

WORKSHOP PARTICIPANTS

S.No.	NAME	DESIGNATION	ORGANIZATION
1.	Mr. Abdul Wakil Haufi	Admin. Manager	ADA
2.	Mrs. Nazifa Asbedi	Coordiantor	AIL
3.	Mrs. Parwin Rahim	Master Teacher Trainer	AIL
4.	Mrs. Najia Afshari	Master Teacher Trainer	AIL
5.	Mr. Amir M. Mansoori	Education Technical Advisor	SCA
6.	Mrs. Hawa Majeed	Female Chief Officer	SCA
7.	Mr. S. Ibrahim Abdali	Professional Member of NFE	UNO/EPA
8.	Mr. Zubairullah	Supervisor, Education Deptt.	Balkh/ Afghanistan
9.	Mr. Abdul Saatar	Head, Library Department	Balkh/ Afghanistan
10.	Mrs. Laila Bahman	NFE Assistant	Save the Children, USA
11.	Mr. A.S. Hamidi	Head of Trans. & Compilation Deptt. M/O Education	Kabul/ Afghanistan
12.	Mr. Gul Ahmad Saaghari	Head of Physics & Math Deptt.	Kabul/ Afghanistan
13.	Mr. Abdul Qahar Hashimi	Head of Literacy Deptt. M/O Edu.	Kabul/ Afghanistan
14.	Mr. A. Ghafoor Nijrabi	Professional Mem. Of Lit. Deptt. Ministry of Education	Kabul/ Afghanistan
15.	Mr. M. Jan Satorani	Senior Teacher Trainer	Solidariate Afgh/ Belgium
16.	Mr. M. Sadiq Mosleh	Senior Teacher Trainer	" " "
17.	Mr. Dr. Alef Zadran	Home School Supervisor	CARE International

Cont'd....

Annex-IV Continued

S.No.	NAME	DESIGNATION	ORGANIZATION
18.	Mr. Abdul Rahim	Acting Education Officer	Islamic Relief Agency
19.	Mr. Dastagir Fazalyar	STT Program Manager	IRC
20.	Mr. Gul Habib	HED Academic Manager	IRC
21.	Rabia Zamir Qasimi	Master Teacher Trainer	IRC
22	Lailoma Hassani	Master Teacher Trainer	IRC
23.	Mrs. Bilques Amin	NFE Officer	Save the Children USA Quetta
24.	Mr. Rahman Wali	Educationist	Kunar/ Afghanistan
25.	Mr. M. Nasim Qasimi	Chief Editor	GTZ-BEFARe
26.	Mrs. Hilay Popal	Field Officer	GTZ-EFARe
27	Mr. S. Ali Akbar	Area Officer Incharge	Nengrahar
28.	Mr. Ghulamullah Waqar	Area Officer Incharge	Kunar
29.	Mr. Piaw Gul Siddiqi	Area Officer Incharge	Khost
30.	Mohammad Tamim Tokhi	Computer Operator	Peshawar
31.	Abdul Wafi Walim	Computer Operator	Afghanistan
32.	Mrs. Nancy H. Dupree	Senikor Consultant	ACBAR
33.	Mr. Gul Rahman Bahadub	President Foreign Relations Dept.M/O Planning	Afghanistan
34.	Mr. Hashmatullah	Director of Education. M/O Planning,	Afghanistan

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Organising Committee and Resource Persons

1.	Prof. M. Rahim Elham	Deputy Director (Resource Person)	GTZ-BEFARe
2.	Dr. Hazrati	Dy. Coordinator Formal Education (Resource Person)	GTZ-BEFARe
3.	Prof. Mujaddidi	Deputy Coordinator Literacy (Resource Person)	GTZ-BEFARe
4.	Prof. Dr. Moegiadi	Representative	UNESCO, Islamabad
5.	Dr. S.B. Ekanayake	Basic Education Advisor	UNESCO, Islamabad
6.	Prof. W.M. Rahimi	Dy. Acting Chief	UNO/EPA (Resource Person)
7.	Mr. Abdul Qayyum Karim	Synapses Coordinator	BBC AED
8.	Dr. Yusuf Nuristani	Director	AG- BAS-Ed.

3. Analytical studies of individual needs and societal requirements and demands of Afghanistan, including the needs of special groups, girls and women disadvantaged groups etc.

4. Intensive and extensive studies of different subjects - matters/courses

5. Consult all parties such as students, parents, other members of the community, psychologists, politicians, economists, teachers, subject matter specialists etc. to determine the curriculum contents and subject matters

6. Tryout and evaluate the curriculum

7. Implement, monitor and evaluate the curriculum

We should discuss now how to implement the above principles one by one within the context in Afghanistan

In the group work I would suggest to look into the following areas in greater detail

1. Issues related to curriculum development in Afghanistan

2. What learning experiences should be provided to the learners to bring about positive behavioural changes among her citizens?

3. How should the above suggested be translated into action?

4. The possibility to establish a National Curriculum Development Committee and Task Forces to undertake the missions



Prof. Elham's presentation

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2. Principles of Curriculum Development
(abstract)

Dr. S. B. Ekanayake

In the modern world curriculum has become the corner stone of the learning process in schools. Development of texts, training of teachers, development of school plans, evaluation of students, preparation of guides for both students and teachers, and setting of standards, are all based on the curriculum. Thus without a curriculum no school can function efficiently. Given such importance to the curriculum a number of questions can be raised about it. How is it developed ? Who develops it ? What are the basic principles that are adopted? are some of these questions, that can be raised in connection with curriculum development? The question of the current volatile and ever changing scenario in Afghanistan vis-a-vis the curriculum is another related issue we should bear in mind throughout our discussions.

In this presentation it is planned to provide a theoretical framework, in the light of the needs in Afghanistan. Basically the key principles involved in curriculum development relate to the following.

1. Establishing a philosophy/ vision
2. !dentifying the goals/objectives
3. Relating goals and objectives to curriculum development
4. Curriculum mapping
5. Needs assessment
6. Data for instructional planning
7. Personnel involved in curriculum development

Establishing a philosophy

This aspect is the initial step and the basis in the task of curriculum development. It should reflect the desires of the nation and in the case of Afghanistan the past and current issues should be reflected in the vision statement. How to resolve these conflicts through a process of learning should be the major theme paving the way for future development. This would provide guidelines for curriculum developers to provide pointers and incorporate programmes and activities into the curriculum.

The philosophic vision could be derived through discussions with eminent persons in the country and also by reading through the literature, both religious and others. All these should be reformulated in the light of realities to enable these to be achieved through a process of learning in schools rather remaining an ideal and unachievable.

Identifying goals/objectives

Educational goals are what exactly is to be achieved by a student at the end of a particular period of time in his school life. While certain goals are universal and run throughout the period some are specific to different levels and times. This means that a child will be facing different goals at different levels. The goals are the basic elements in educational planning. Hence these should be clear and well articulated without ambiguities. All these relate to human behaviour. In the case of Afghanistan guiding the children towards peace, developing self-confidence, co-operation, responsible citizenship

could be some of the key goals currently needed to overcome the existing conflicts. By and large, there could be a plethora of goals such as developing creativity, mental health, coping with change, informed participation, basic skills etc. ,depending on the vision, the development and cultural needs of the society. Connecting development needs to education is an important strategy to achieve greater impact of education on society.

Relating goals and objectives to curriculum development

This is an important area where theory should be related to practice, otherwise theory will become superfluous. The goals have to be achieved through a programme which will reflect these in actual classroom operations. Therefore, activities and learning modalities should be developed with a clear understanding of the goals/objectives. It is here that curriculum specialists should have excellent grounding on both theory and practice. In other words the specialists should be involved at all stages of curriculum development and should not leave certain stages to be handled by others. Thus in the organisation of a team, these aspects have to be taken into cognisance.

Curriculum Mapping

In the development of goals and objectives, curriculum mapping is important. This refers to the identification of major concepts, general and specific learning skills and subject content for different levels. Curriculum mapping helps to get a comprehensive understanding of the learning programme in totality. It helps to identify gaps and overemphasis. For example, when the whole programme for primary and secondary is mapped the inter-relatedness of the subject vertically as well as its horizontal relationships, with other subjects can be understood better. It will help better co-ordination in both teaching and use of resources. The principles of integrated teaching/ learning could be better understood and implemented.

Needs assessment

The needs assessment process relates to a) development aspects of the nation b) socio-cultural needs of the people and c) levels of achievement of the children at different cycles. Development needs have to be identified in relation to the priorities: whether the country wants more technicians or emphasis on basic education. In the case of Afghanistan it could be both. In relation to socio-cultural needs, the culture of peace, conflict resolutions etc. could emerge as important aspects that should be highlighted in the school curriculum. The needs of disabled persons and adults who have lost opportunities for learning have to be in -corporated too. Opportunities for vocational and career education have to be provided in the curriculum. Therefore, vocational interests of students have to be assessed. Levels of achievements relate to understanding of concepts at different grades by children to enable them to complete the skills needed to move on to higher grades. These have to be identified in order to bring quality to learning and avoid wastage in the learning programmes.

Data for instructional planning

This forms part of the needs assessment segment. It involves the identification of relevant methodologies for better and effective instruction. Instead of adopting techniques which are universal, environment specific and culturally acceptable strategies

have to be identified. Afghanistan being unique, with its educational institutions not functioning properly for decades and teachers lacking professional guidance, needs innovative approaches in classroom procedures.

Personal involved in curriculum development

Curriculum development is a co-operative effort. It should involve persons of high calibre with the necessary professional background and training.



Deeply engrossed participants

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3. Challenges in Curriculum Development
(abstract)

Dr. S.B.Ekanayake

Since education is considered a key human right, access to education for all is the major policy thrust of UNESCO and other UN agencies. All development agencies recognise education as an important factor in human resource development and education indicators are respected and made use of by other disciplines for co-relations and comparisons. Hence all countries attempt to provide resources to education ,as much as possible within their budgets. Curriculum, which provides the basis for education programmes, is under constant scrutiny by educationists, parents, students and the general public. It is the concern of everyone in the society that what is provided to the child is both fair and achievable and helps the child to achieve social improvement.

Thus provision of quality education is one of the biggest challenges in curriculum development today.

The constant changing environment with its ever rising issues are some of the other challenges that curriculum developers have to face. These include the following:

1. education should serve all learners equally
2. education should be a life long process
3. deprived and slow learners should receive compensatory attention
4. education should provide relevant skills
5. education should be future directed

As a result a number of questions could be raised . Who decides the needs? How can we translate these needs into the curriculum ? How can decisions be made about the many choices as well as varied demands? In the case of Afghanistan the issues may be more complex due to the cultural settings and the political traumas.

One could also state that curriculum is political because curriculum involves competition for authority, control, competition for resources and competition for incorporating values and morals. Since curriculum is the source and the vehicle through which the future citizens of a nation are moulded and guided , governments try to use the curriculum as an indoctrinating instrument. The history of the curriculum development scenario in Afghanistan is full of such complexities.

There are two brands of curriculum politics that vie for the control of the learning process. Firstly the professional educators and secondly the public including the political thinkers at that point of time. Competition between professionals and politicians/ public could occur at any given moment of time on any number of issues and purposes. These could relate to controversies related to a) cultural practices b) political issues c) sex education d) computer education e) historical factors etc. There is a never ending debate on these issues and many more. The curriculum developers have to guard against rhetoric and emotions and attempt to be rational and operational otherwise emotions and politics will de-emphasise the realities and future needs of a nation.

In curriculum development when changes are suggested the regular tendency is to resist change. These emerge due to a number of factors such as fear of change, logical conservatism, previous obligations, high risk, lack of identities, lack of resources and poor awareness levels. Curriculum developers should be mindful that when changes have to made they should involve administrators, create awareness among the concerned parties, both political and public, reduce burdens on the child and parent, involve the concerned parties in diagnostic analysis, offer new experiences that interest participants.

Another issue that confronts the curriculum developers relate to the sheer increase of issues that confront nations in the coming century. It also involves the availability of new technologies and information, all of which compounds the development of curricular materials.

Having stated the constraints which arise due to ever changing social needs, one could suggest a number of curriculum designs that could take care of these problems. Nevertheless, revisions have still to be made since changes are common in the modern world.

The suggested curriculum designs are as follows:

1. conservative liberal arts design,
2. educational technology design,
3. humanistic design,
4. vocational design,
5. social reconstruction design,
6. de-schooling design and
7. futuristic design.

Most of the above could be combined depending on the nature of the level of development of a nation. However, all these designs should lead to achieve the development of certain basic skills in the students. Some of these which are relevant to the Afghan situation /context are indicated below. However, many more could be added to this list

1. self-conceptualisation
2. understanding others
3. learning skills/ learning to learn
4. responsible member of the community
5. mental and physical health
6. creativity
7. informed participation in world affairs
8. use of knowledge
9. capacity to cope with change
10. peace and tolerance

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Prof. Moegiadi responding to reactions from the participants

SECTION - II

4. The Role of Research in Curriculum Design and Development
(abstract)

Professor Wali M. Rahimi

In order to identify curricular needs research is needed. This is the only reliable approach to identify the requirements of children, communities and the society and then embark on curriculum design. It will be difficult for any curriculum developer to succeed in the job without reviewing the existing researched materials in the field. A curriculum is considered scientific when it is developed on the basis of scientific methods. For this reason the role of research in curriculum design is considered very important.

Therefore, all of the professionals particularly curriculum developers must be familiar with research and posses the necessary information and skills in applied research so that in educational issues this technique could be used exclusively. The researchers could use the findings for decision making and for planning educational programmes.

Here, I would like to discuss scientific research. What is research and what are the processes involved ? How can research play a constructive role in the design and development of school curriculum particularly, for the school system of our country, Afghanistan. These are some of the practical issues one has to face in the development of curriculum in Afghanistan. Therefore, it is incumbent upon the professional curriculum developers and teachers to be skilled researchers.

Research in education

The objective of science (collection of systematic knowledge) is to comprehend, describe, explain, predict or control events and phenomenon. Research is the exploration and investigation of specific events and happenings. With research, knowledge is increased and the accuracy and error of a problem is determined. Research into educational issues like curriculum design and development has the same objectives, as in any other field.

Scientific method

Scientific method as a procedure or process is the shortest approach to gain and develop new knowledge. The scientific method has several stages but due to lack of space we are not going into the details of each stage.

What is research

Scientists have given different definitions to research. We will concentrate on the following two brief definitions of research. "Research is an activity for findings facts" or "research is a complex activity for the solution of problems". In these two definitions research is defined as a procedure which enables the researcher to collect the required data concerning a specific matter with the use of specific methods. The data are

Message

from

Mr. Alfredo Witschi-Cestari - UNOCHA CO-Ordinator

WORKSHOP
ON CURRICULUM DESIGN AND DEVELOPMENT
FOR AFGHAN EDUCATIONISTS

(Presented by : Ms. EVELINE VIEHBOECK, OIC, UNOCHA, PESHAWAR)

15 MARCH, 1997

Dear Friends,

I regret not being able to be with you during this important workshop on `curriculum design and development' for Afghan educationists, since other commitments prevent me from joining you in Peshawar today.

First of all, I would like to commend this initiative taken by Dr. Nuristani, with the support of UNESCO, and look forward to be kept informed of the outcome and follow-up to this workshop. UNOHCA stands ready to provide you with all the support it can offer in your endeavour.

We are all aware of the shortcomings in Afghanistan's formal education programme, but we also know of good examples of informal education, such as the landmine education programme carried out by Save the Children-USA and the OMAR Mine Awareness Training Programme. We also know of some modest but significant examples of successful education programmes in some communities in Afghanistan.

However, the needs of the education sector require bold initiatives that will allow the international community to provide comprehensive and important support. Thousands of Afghan children, teenagers, young men and young women, have been deprived of education for too long. They are the future of Afghanistan and they need our support in order to be well prepared when the time comes for them to face the enormous challenges ahead.

The task is gigantic and the obstacles are numerous and of daunting proportions.

How can we ensure that pencils, books and tools replace the weapons in the hands of the young Afghans? How can we meaningfully participate in the building of a civil society that would offer to its younger members sufficient options for them to learn and be able to rebuild their country? How can we address the enormous difficulties encountered in Afghanistan when girls and women cannot benefit from basic and professional education? How can we reconcile the universal human rights principles upon which the United Nations are built, with the current position of our partners in a vast part of the Afghan territory? How can we abide by our principles without punishing further the innocent victims of the war? How can we preserve the rights of the Afghan girls without jeopardizing those of the Afghan boys?

These are some of the key questions that we have to address and I am convinced that this seminar is an important step in the right direction.

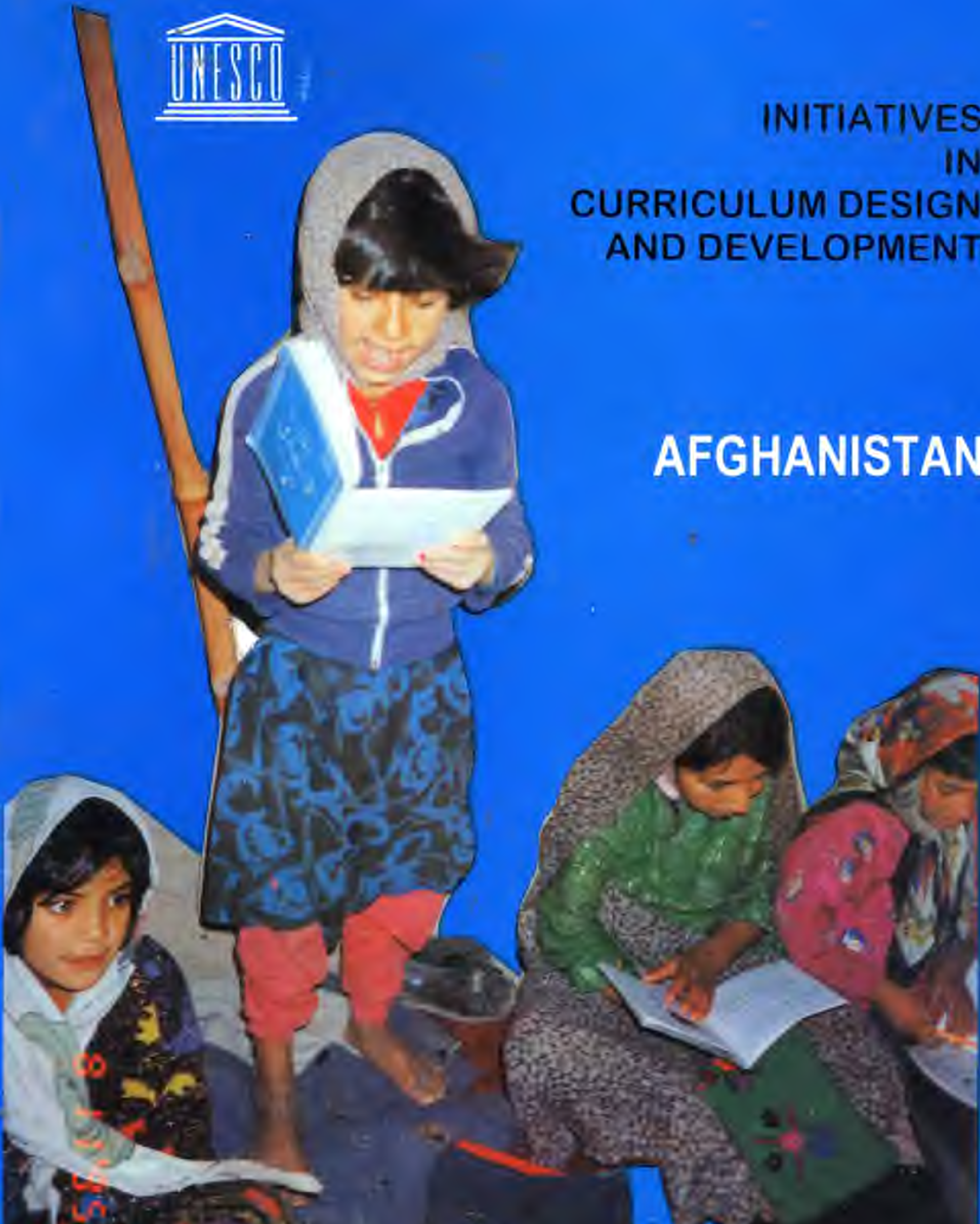
In this connection, you may be happy to learn that the Kandahar authorities have agreed to establish a joint commission which will act as counterpart to the UN family. We very much hope that this joint commission will be able to address important issues of great concern to all of us and eventually result in some positive changes.

I understand that efforts to devise a curriculum have been going on for some time. But I very much hope that this present initiative will result in more progress in this field.

I wish you much success in your deliberations and look forward to joining forces with you in current and future efforts on behalf of those to whom the future of Afghanistan belongs: Its children (boys and girls), its young men and its young women.

Thank you.

UNESCO



INITIATIVES IN CURRICULUM DESIGN AND DEVELOPMENT

AFGHANISTAN

gtz AG-BAS-ED

United Nations Educational, Scientific and Cultural Organization
Islamabad-Pakistan

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INTRODUCTION

The role of the curriculum in the teaching learning process is seminal. It therefore has to evolve out of the vision which a country has for its future so that it guides the young to develop skills and attitudes relevant to the aspirations of the nation. On the operational level, besides providing a set of learning opportunities for the students it provides a framework within which the school is held accountable for achievements, which are the direct results of the package. The importance, therefore, of a curriculum evolved to meet the demands of a nation at all levels of education becomes imperative. Given the peculiar and unfortunate situation in Afghanistan over the last two decades , the curriculum development process has been totally absent. The key to all learning for the students that takes place in the classroom revolves around the curriculum. Various books are developed for individual subjects from time to time by various organisations without a consensus on what the process of education should lead to and what levels of achievements should be expected in their careers. Considerations like the conceptual level of children, the learning capacities of the child and the influences of the constantly changing environment have been ignored, albeit due to a lack of access and opportunity.

With this background UNESCO, Islamabad embarked upon the development of a cadre of professional curriculum developers, as the initial step in the direction of developing scientific curriculum materials. The basis for this was a six day workshop on **'curriculum development and design'** conducted in Peshawar, the first of its kind to be conducted for over a period of 15 years, for Afghan educationists. The participants, men and women (35), included Afghans both from inside Afghanistan, representing various shades of political opinion and those serving Afghan NGO's in Pakistan. This workshop was to be the first in a series to be organised for the same group until they achieve a certain level of competency in curriculum design and development.

UNESCO collaborated with Afghan German Basic Education (GTZ-AG-BAS-Ed), a Peshawar based Afghan NGO. The personal efforts of the Director of AG-BAS-Ed., Dr. Yusuf Nuristani are deeply appreciated, as are of those all resource persons and participants.

The then Director, UNESCO, Prof. Moegiadi, presently in the New Delhi office, provided valuable guidance and support by personally participating as a resource person.

I would also like to place on record my appreciation of the UN Co-ordinator, Mr. Alfredo Witschi-Cestari for associating with this workshop and understanding the significance of education in the future development of Afghanistan. UNESCO looks forward to UNDP's continued support in this important work.

The valuable services of Dr. S.B.Ekanayake, Basic Education Adviser, UNESCO, Afghanistan who was responsible for initiating the activity and providing technical inputs from the stage of planning to the conclusion of the workshop are also acknowledged. He is also responsible for this publication.

A special word of thanks is also due to Dr. (Mrs.) Anjum Riyazul Haque, Programme Specialist, UNESCO, Islamabad for her meticulous editorial work.

A detailed version of the report in Dari has been prepared by AG BASEd and will be published soon.

1 July 1997

M. Ashraf Qureshi
UNESCO Representative

PREFACE

The events of the last two decades and protracted war in Afghanistan have destroyed major parts of the infrastructure in the country. Teaching/learning facilities have experienced tremendous damages to the extent that it will take decades to compensate the losses.

Immediately following the April, 1978, coup d'etat all academic institutions were affected. Major revisions and fundamental changes were made in the formal and non-formal curriculum from primary to the secondary and higher education levels to suit the communist regime's policy. The authority in Kabul made hectic efforts to instil and bring up the young generation with their specific political ideology. With the flow of a large number of refugees into neighbouring countries particularly Pakistan, the anti-communist resistance movements as well as the host country with help of UNHCR and other international agencies and NGO's took some interest in the education of the Afghan children.

Many schools were established for the Afghan refugee children in the camps, throughout the NWFP and Balochistan provinces. The supporters of the resistance movement were anxious to see their children raised with a Jehadi and Islamic spirit so that their mission of Jehad (holy war) could be carried out in the future by their children. Therefore, both the actors, the communist regime in Kabul and the resistance movement outside Afghanistan, tried hard to mould and shape the children of Afghanistan with their own perceived political images. As a result various curricula were hastily developed and introduced for the school children in Afghanistan and abroad. These curricula were often developed by semi professional staff. Political motivation and objectives weighed higher than the real need of the child for knowledge. Some of these curricula were left incomplete. Furthermore, in the existing curriculum the objectives scope and sequencing of the subjects, and the learning/teaching academic needs of the children were not seriously considered. The subjects do not correspond to the teaching period allotted to each subject in one week. More importantly the students do not acquire much of the expected results from these curricula.

The issue of curriculum has been brought up in the Agency Co-ordinating Body For Afghan Relief (ACBAR) education sub-committee for discussions on many occasions. Every member of the education sub-committee agreed that the existing curriculum desperately requires fundamental revisions and major changes. Preparation of curriculum is not an easy task. The work requires highly qualified personnel and a large amount of financial commitment either from the government or from private donors. At present none of the NGO's or donor agencies are willing or able to put up such a large amount of finances for the design and development of a new curriculum for Afghanistan. Therefore, the issue remained unresolved and the existing curricular materials were distributed to the students for many years by the host country, resistance parties and NGO's in Pakistan and Afghanistan.

In order to sensitise professionals and those who are interested in the field of education, AG- BAS-Ed., with the financial sponsorship of UNESCO Islamabad, took the initiative of organising of a 6 day workshop on curriculum design and development for Afghanistan.

It has to be made clear from the out set that the objective of this workshop was not to develop or design a new curriculum for Afghanistan. However, during the 6 day

workshop, the participants were exposed to guide lines, methods and steps required for the design and development of a scientific curriculum. So that, in the future, given the opportunity, the participants of this workshop would be able to assist in developing curricular materials for Afghanistan. We hope that UNESCO would conduct a number of similar workshops to bring about the desired changes in this group.

This workshop could not have taken place without the financial assistance of UNESCO, Islamabad. For this reason, my special appreciation goes to Prof. Moegiadi, Director of UNESCO, Islamabad and Dr. S.B. Ekanayake, Basic Education Advisor, UNESCO, Afghanistan for their valuable technical support.

Let me also thank, particularly, all those colleagues from the Ministries of Education and Planning, Kabul and the Education Departments of the northern areas, Mazar-I-Sheriff, Nengrahar, Munar and Khost provinces. Despite many inconveniences and problems they attended the workshop, giving strength and hope for the future development of education in Afghanistan.

I also thank the representatives from UNOCHA, UNHCR and UNICEF for being present and expressing their willingness and solidarity with the cause of education.

I also thank representatives of various local and international NGOs from NWFP and Quetta for their keen interest and participation.

Sincere appreciation goes to my colleagues Prof. Dr. M. Rahim Elham, Prof. Wali M. Rahimi, A Shukoor Hamidi, Dr. Ghulam Dastagir Hazrati, Mr. Shah Agha Mujaddidi and Prof. Dr. Alef Shah Zadran, who have unfailingly and competently served as resource persons throughout the workshop.

Last but not the least I am thankful to Dr. Michael Hirth, CTA, GTZ-BEFARe, for providing AG BAS-Ed with the venue of the workshop and allowing us to use BEFARe facilities for this purpose.

Dr. Yusuf Nuristani
Director
Afghan German-Basic Education
Peshawar

March 1997

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